

These lesson plans are designed for art educators to adapt to the needs of their individual classes.

IOWA ARTISTS

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INFLUENCES

The artists or culture that influences each Iowa artist will be listed in this space on each lesson plan.

MATERIALS

Sticky notes for brainstorming
Colored pencils
Markers
Crayons
Watercolor paint (optional)
Paper

INTRODUCTORY LESSON

Influence + Inspiration

OVERVIEW

Influence and Inspiration presents the work of twelve Iowa artists and asks students to consider these questions:

- What inspires and influences these artists?
- How do these artists and their work inspire you?
- What else influences and inspires you (students)?

A video clip of each artist is available online at the Iowa Arts Council web site www.iowaartscouncil.org or on the DVD in the *Inspiration and Influence* curriculum package. A lesson plan, brief biography, a video summary and images of each artist's work are also available online and in the curriculum package.

Teachers may elect to have the entire class study the artists sequentially. As an alternative, small groups of students could each select a different artist to study simultaneously. Students would then share what they have learned with the whole class at the conclusion of the study.

DISCUSSION QUESTIONS

- What inspires and influences you?
- What inspires and influences others?
- What inspires and influences Iowa artists?
- How do Iowa artists inspire you?
- How do you inspire and influence others?

INTRODUCTION

In this introductory lesson students will explore the concepts of influence and inspiration by considering what influences and inspires them. They will create a design of their own and then identify what influenced and inspired them as they made decisions about their design. Students will then identify the many things that might inspire and influence artists and organize their brainstorming with a web or mind map. Students then have the opportunity to create a web of their own showing what influences and inspires them as a person and in their artwork.

Students can create an 'Inspiration Web' for each artist as they are studied. [See diagrams for examples of concept webs.](#)

INSTRUCTIONAL OBJECTIVES

Students will:

- identify what inspires and influences them as a person and as an artist
- compare what inspires and influences selected Iowa artists
- identify what might inspire and influence others
- create a design or drawing making choices about subject, color, materials, etc.
- understand that different artists are inspired and influenced by a wide variety of things
- see themselves as artists

[more >](#)

INTRODUCTORY LESSON

PROCEDURES

1. Students will begin by creating a design of something personal to them. The teacher may choose to have students design their perfect bedroom, a t-shirt, a book cover for their autobiography, their art folder, etc. The teacher's choice will depend on the time available to do the work and age level of the students. In this sample lesson designing a book cover for the student's autobiography will be used.
2. Introduce the lesson with a concept web. Put "Autobiography Book Cover" in the center of a chart with a circle around it. Ask students what they need to consider when designing their book cover. Suggestions may include words, title, author, typography, color, medium, images, etc. Put students' ideas in smaller circles around the center circle. [See diagram 1.](#) Further define each area identified by the students. For example which colors will they consider or what words will they include. [See diagram 2.](#) Ask students to think about their choices as they design their book covers.
3. Provide time for students to do their design work. Give students a choice of using colored pencils, crayons, pastels, markers, or watercolors as desired.
4. On completion of the designs, have students share their work and discuss what influenced and inspired their choices. Students should identify what led them to choose one medium over another. For example, did the student choose pencils over markers because the pencils were available or, do they prefer pencils to markers or, were their desired colors represented in pencil sets, but not in marker sets? What inspired them to make other decisions regarding color (ie.: blue is my favorite), subject (ie.: I spent summers at the ocean), images (my family is important to me), typography, etc.?

INTRODUCTORY LESSON PART II

5. Ask students to think of what inspires them as artists and what inspires other artists. Older students may be able to differentiate between inspiration and influence at this time while for others that may come later. Ask students to use one or two words to describe their ideas about what influences and inspires artists. Ask them to write each word or phrase on a sticky note.
6. Create a new web with "Influence and Inspiration" in the center. Have the students place their notes around the outside. [See diagram 3.](#) Then ask students to rearrange their notes to cluster them into categories. For example, if several students identified something in nature as an inspiration, those notes should be together in one area and labeled "Nature." [See diagram 4](#) for an example of an Inspiration Web.
7. This lesson can be extended by having each student make a personal web about what inspires and influences them. [See diagram 5](#) for Ms. Smith's Inspiration Web.
8. As each Iowa artist is studied, students will identify what influences and inspires the artist and how that artist influences and inspires others. Students can then compare the artists to each other and to their own sources of influence and inspiration.

RESOURCES

Internet

www.teach-nology.com/web_tools/graphic_org/concept_web/

Free downloads and trials on concept maps from The Online Teacher Resource

www.graphic.org/links.html

Articles and resources for graphic organizers, including concept maps

National Standards | Iowa Standards

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols and ideas
4. Understanding the visual arts in relation to history and cultures
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others
6. Making connections between visual arts and other disciplines

DIAGRAM 1: STEP BY STEP CONCEPT WEB Designing a Book Cover

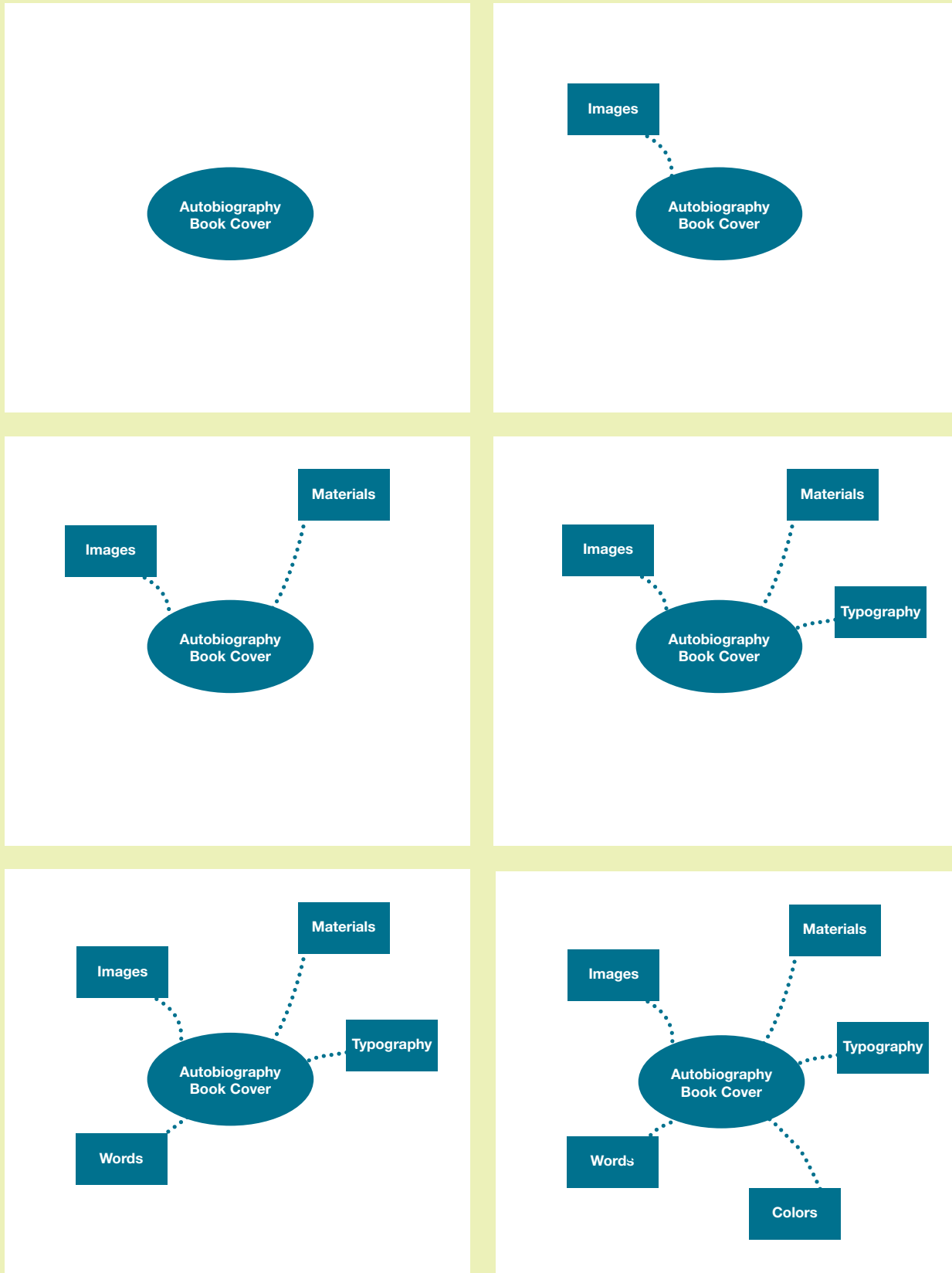


DIAGRAM 2: CONCEPT WEB

Designing a Book Cover

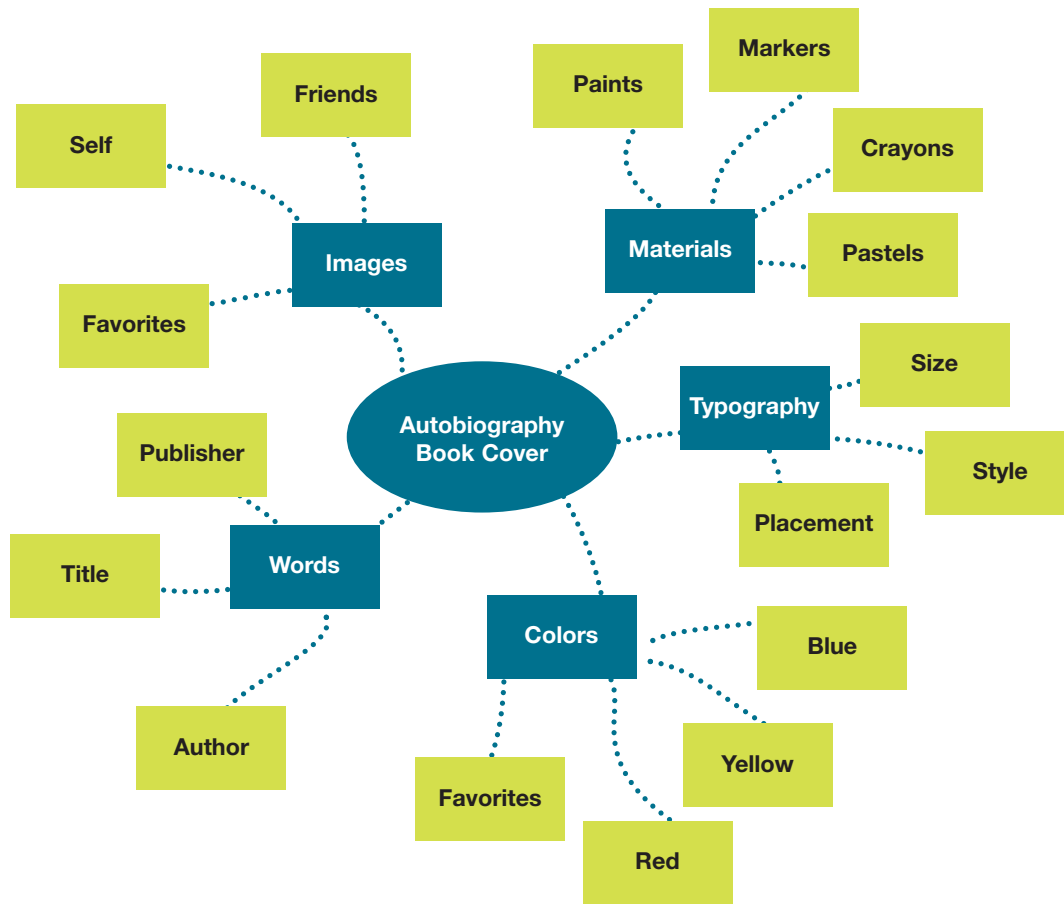
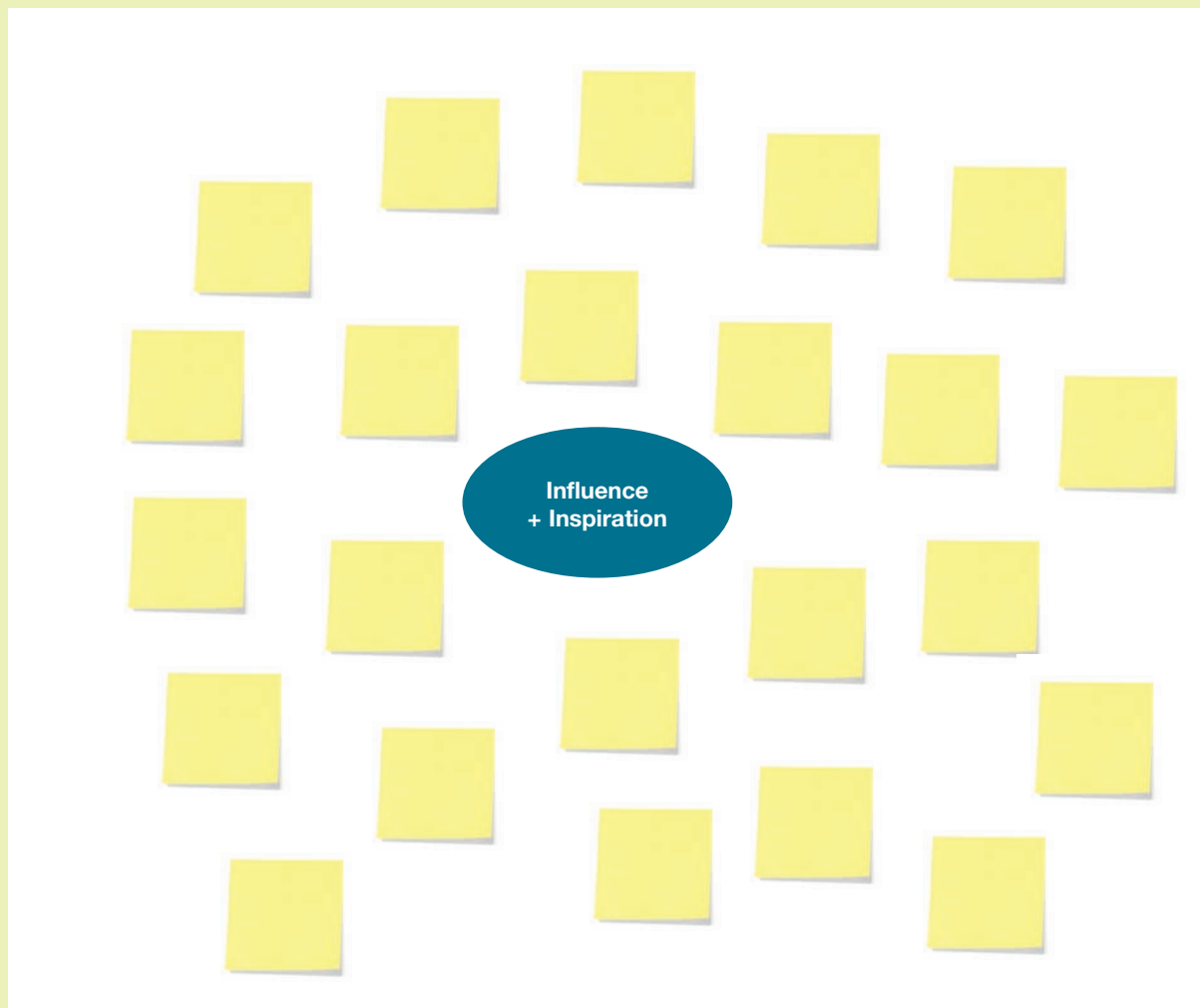


DIAGRAM 3: CONCEPT WEB

Influence + Inspiration: Initial Phase



Influence + Inspiration

DIAGRAM 3: CONCEPT WEB
Influence + Inspiration: Initial Phase

DIAGRAM 4: CONCEPT WEB
Influence + Inspiration



DIAGRAM 5: SAMPLE PERSONAL WEB
What Inspires Ms. Smith

